

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3		
Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency May 19 PM 2:13 Document Control Center </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Shekinah Radiance Academy	Vendor ID # 74-2823746	Mailing address line 1 12470 Woman Hollering Road
Mailing address line 2	City Shertz	State TX
		ZIP Code 78154
County- District # 015-819	Campus number and name 102-Walzem	ESC Region # 20
		US Congressional District # 28 th
		DUNS # 799975664

Primary Contact

First name Cheryl	M.I. Washington	Title Superintendent
Telephone # (210) 659-0329	Email address shekinahra@aol.com	FAX # (210) 566-7195

Secondary Contact

First name Derrick	M.I. Armstead	Title Director of Special Programs and Compliance
Telephone # (210) 566-0551	Email address darmstead@shekinah-edu.com	FAX # (210) 566-7195

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Cheryl	M.I. Washington	Title Superintendent
Telephone # (210) 659-0329	Email address shekinahra@aol.com	FAX # (210) 566-7195
Signature (blue ink preferred)		Date signed

05/15/2014

Only the legally responsible party may sign this application.

Schedule #1—General InformationCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and	6300				
4.	Schedule #10: Other Oper	6400				
5.	Schedule #11: Capital Outl	6500				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.		N/A	
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, Shekinah Radiance Academy's Walzem campus has been identified as a priority school that demonstrates the greatest need. Because the campus has not previously received any funds similar to the funds available through the Texas Title I Priority School (TTIPS) grant, this has made it impossible to provide adequate resources to substantially raise the achievement of their students and meet the Annual Measurable Objectives (AMOs) needed to exit priority status. Utilizing TTIPS funds, the Charter will implement the **Transformation Model** designed to increase student achievement by building capacity and changing the school culture. This will be accomplished by increasing the effectiveness of teachers and campus leaders, improving instruction through targeted professional development, creating community-oriented schools, and providing operational flexibility to schools.

How the budget was developed: In order to develop the proposed budget, the Charter reviewed the grant's goals. Next the Charter determined how many teachers and students would be participating in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. This provided the Charter with an accurate understanding of the amount of grant funds that would need to be requested in order to meet the defined goals of the application.

How the demographics of the Charter relate to the defined goals and purposes of the grant: Based on the needs assessment conducted, it was determined that the campus has a high percent (**54.1%**) of teachers with less than 5 years of experience compared to the state's average of 33.1%. The lack of experience in the teachers that are employed at the campus directly impacts the performance of the students. The campus had **46%** of their students that met the minimum standard on all STAAR tests. This is 31% below the state's average of 77%.

If awarded, the Charter plans to partner with the University of Texas at San Antonio National Center for Accelerated Schools (UTSA-NCAS) to improve student achievement by supporting the implementation of the Accelerated Schools Tiered Model which is based on scientifically-based researched and effective practices. The Center is built on the premise that unified, coherent, and integrated strategies for teacher improvement, together with a comprehensive governance system will substantially raise achievement of students.

The Accelerated Schools tiered approach is different from other efforts by addressing each of these and is especially compelling in schools where there is the need to improve instructional programs and school leadership. The Accelerated Schools Project addresses specific TTIPS critical success factors: improve academic performance, increase the use of quality data to drive instruction, increase leadership effectiveness, increase family and community engagement, improve school climate, and increase teacher quality.

This schematic provides a visual representation of the approach UTSA-NCAS takes in regard to the Texas Title I Priority Schools (TTIPS) grant proposal. This schematic will be referenced throughout the proposal to assist the reader in connecting NCAS with the Statutory Requirements and TEA Program Requirements. These tiers overlap in order to reinforce and ensure that there is a positive system's impact and sustainability.

ACCELERATED SCHOOLS TIERED MODEL

TIER 1: QUALITY DATA TO DRIVE STUDENT ACHIEVEMENT	<ul style="list-style-type: none"> School's instructional data; School's instructional practice; and Gaps between data and practice.
TIER 2: INQUIRY TO IMPROVE ACADEMIC PERFORMANCE	<ul style="list-style-type: none"> Underlying causes of academic performance; and Create a research-based action plan.
TIER 3: TEACHER QUALITY	<ul style="list-style-type: none"> Teacher retention through induction and mentoring; High quality job-embedded professional development; and Weekly on-site collaborative feedback
TIER 4: IMPLEMENTATION OF RESEARCH-BASED PROGRAMS	<ul style="list-style-type: none"> Weekly on-site field trainer support; Implementation of new governance structure; and Implementation of new instructional strategies.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TOTAL TEA PRIORITY POINTS = 15: Shekinah Radiance-Walzern has not been previously served with TTIPS SIG funds. Also, the Shekinah Radiance-Walzern is a Title I designated campus that has not had TTIPS SIG funding terminated.

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be updated and changed: The needs assessment process was designed and reviewed by the Charter and campus administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the Charter. The stakeholders (Superintendent, Principal, Director of Special Programs and Compliance, Chief Financial Officer, and Teachers, contracted Technology Service provider, and other TTIPS Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Board members and TEA for approval.

Describe how the Charter will ensure that the program receives consistent, high quality management: The Superintendent, Dr. Cheryl Washington, will be the individual that will obligate the Charter to the grant activities according to state/federal regulations. She holds a Doctorate's Degree in Organizational Management and a Texas Superintendent Certificate. He and the Chief Financial Officer will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of TTIPS funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. A Project Director has been selected specifically to oversee the TTIPS. Mr. Derrick Armstead has the experience, skills, and competency necessary to ensure the program remains within budget, on schedule, and within scope. This individual holds a Master's Degree in Education and has the experience to successfully provide oversight to the program.

Method by which the Charter will evaluate the program including means used to measure progress in defined areas: In order for the campus to be able to monitor the attainment of the programs goals, strategies, and objectives, the campus will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the technology is having a positive impact on the teachers' ability to engage students and increase productivity. Finally, the campus will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the campus has shown an increase in student/parent/teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. Campus stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion-Charter's on-going commitment to the goals of the grant and funding sources to the program beyond grant funding: In order to ensure that all project participants remain committed to the success of the project, the Charter has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the campus will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The campus will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

Application is organized and completed according to instructions. **(ADDITIONAL POINTS)**

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$440,325	-	\$440,325	
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,058,999	\$21,000	\$1,079,999	
Schedule #9	Supplies and Materials (6300)	6300	\$65,710	-	\$65,710	
Schedule #10	Other Operating Costs (6400)	6400	\$60,000	-	\$60,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$508,470	-	\$508,470	
Total direct costs:			\$2,133,504	\$21,000	\$2,154,504	
2.068% indirect costs (see note):			N/A	\$45,496	\$45,496	
Grand total of budgeted costs (add all entries in each column):			\$2,133,504	\$66,496	\$2,200,000	

Administrative Cost Calculation

Enter the total grant amount requested:	\$2,200,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$110,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$764,453	\$717,774	\$717,773	\$2,200,000

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

The costs reflected in the budget appropriate for the results expected (**BUDGET-Q1**); and, the budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (**BUDGET-Q2**)

Based the proposed size and scope of the need, as well as the number of targeted students and teachers, the amount requested is reasonable and appropriate to adequately supports the activities outlined in the grant.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-819		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher				
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project Coordinator (DCSI) - Will manage all program activities, participate in staff development, enlist Charter support for the initiative, and participate in all conferences. \$50,000 per year x 3 years = \$150,000	1		\$150,000	
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data Entry Clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
21	Instructional Coaches - Will work directly with teachers to provide new instructional methodologies and best practices. 2 x \$20,000 per year x 3 years = \$120,000		2	\$120,000	
22					
24	Subtotal employee costs:			\$270,000	
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay – 10 Substitutes x 10 days x \$75 x 3 years = \$22,500		\$22,500	
26	6119	Professional staff extra-duty pay- Project Director – Will oversee all program activities and implementation. \$5,000 per year x 3 years = \$15,000		\$15,000	
27	6121	Support staff extra-duty pay- Extra-Duty Pay – Will provide extra-duty pay to teachers who perform duties beyond regular school hours. 10 Teachers x \$25 per hr. x 75 hrs. x 3 years = \$56,250 Teacher Stipend – Will be provided based on students' favorable performance 10 x \$750 per year x 3 years = \$22,500		\$78,750	
28	6140	Employee benefits – \$386,250 x 14% = \$54,075		\$54,075	
29	61XX	Tuition remission (IHEs only)			
30	Subtotal substitute, extra-duty, benefits costs:			\$170,325	
31	3-Year Grand total (Subtotal employee costs plus substitute, extra-duty, benefits):			\$440,325	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 015-819		Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Expense Item Description		Grant Amount Budgeted	Pre-Award	
6269	Rental or lease of buildings, space in buildings, or land			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:				
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Texas Educational Solutions – Will provide professional development training on software curriculum purchased with grant funds. \$3,333 x 3 years = \$9,999	<input type="checkbox"/>	\$9,999	
2	elInstruction - Will provide professional development training on the proper use of the technology purchased with grant funds. \$3,000 x 3 years = \$9,000	<input type="checkbox"/>	\$9,000	
3		<input type="checkbox"/>		
4		<input type="checkbox"/>		
5		<input type="checkbox"/>		
6		<input type="checkbox"/>		
7		<input type="checkbox"/>		
8		<input type="checkbox"/>		
9		<input type="checkbox"/>		
10		<input type="checkbox"/>		
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$18,999	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Region 20 ESC		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Will provide contracted Specialists who are skilled providers of professional development and are well-versed in the principles of evidence-based research. In addition, vendor will provide a Parent/Community Involvement Portal that will allow parents to view students' progress. \$5,000 per year x 3 years = \$15,000				
1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 3-5	\$15,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
	Total budget:		\$15,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **015-819**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: Texas Center for District and School Support (TCDSS)		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Will provide technical assistance services to support the campus in meeting required performance standards under both state and federal accountability systems. \$30,000 per year x 3 years = \$90,000			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
2	Contractor's payroll costs: # of positions: 3-5	\$90,000	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$90,000	
Specify topic/purpose/service: TCDSS Professional Services Provider (PSP)		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Will provide support and identified interventions to the campus. \$30,000 per year x 3 years = \$90,000			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
3	Contractor's payroll costs: # of positions: 1	\$90,000	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$90,000	
Specify topic/purpose/service: Educational Research Institute (ERI)		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Will collect and analyze data throughout funding cycle, as well as, develop and implement data gathering strategies including database development, training, and monitoring of data integrity. \$51,333.33 avg/year x3 years = \$154,000			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
4	Contractor's payroll costs: # of positions: 3-5	\$154,000	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$154,000	
Specify topic/purpose/service: TCES-External Evaluator		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Will utilize data collected from ERI, grant staff, campus staff, and students to evaluate the quality of the program and answer questions about projects, policies, and programs, particularly about their effectiveness and efficiency. \$7,000 per year x 3 years = \$21,000			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
5	Contractor's payroll costs: # of positions: 1	\$21,000	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$21,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **015-819**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service: Communities in Schools (CIS)		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Will create a community-orientated school that engages students in learning through case management and will providing a wide array of services including: counseling, tutoring, college preparation, job training, mentoring, and Parental Involvement meetings. \$20,000 per year x 3 years = \$60,000			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$60,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
Contractor's capital outlay (allowable for subgrants only)				
		Total budget:	\$60,000	
7	Specify topic/purpose/service: CollegiateZone		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Will utilize a 3-tiered process to identify student's traits, apply the appropriate academic course plan, and provide hope for students to stay in school and create a pathway. It is an "end-to-end" solution with analytical tracking for success/challenge accountability, and seamless data push of student information. This program is recommended for implementation with 3 rd through 12 th graders. \$15,000 per year x 3 years = \$45,000			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$6,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs		\$39,000	
Contractor's capital outlay (allowable for subgrants only)				
		Total budget:	\$45,000	
8	Specify topic/purpose/service: New Tech Network		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Will assist the campus and students in meeting Charter and state standards. In addition will help students prepare for college and master 21st century skills. \$70,000 x 3 Years = \$210,000			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$210,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
Contractor's capital outlay (allowable for subgrants only)				
		Total budget:	\$210,000	
9	Specify topic/purpose/service: UTSA Center for Accelerated Schools		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Will provide professional development and weekly on-site field trainer support. Costs will include materials and travel expenses. \$55,333.33 per year x 3 years = \$166,000			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 4-6	\$160,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs		\$6,000	
Contractor's capital outlay (allowable for subgrants only)				
		Total budget:	\$166,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 015-819		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
10	Specify topic/purpose/service: <i>American Reading Company</i>		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Will assist the struggling campus in ensuring that each student is Reading at or above grade-level. ARC will provide professional development models, data management/Rtl, model classrooms, project-based learning, summer learning labs and materials, Charter leadership professional development, ACTION 100 Modules, zoology sets, teacher resource kits, research labs, and professional book packages for staff. Instructional materials will be provided in English and Spanish. \$70,000 per year x 3 years = \$210,000		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs: # of positions: 2		\$210,000
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		\$210,000
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,061,000
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:			
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$18,999	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,061,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			
(Sum of lines a, b, c, and d) 3-Year Grand total		\$1,079,999	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 015-819				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Printers	Will be utilized by teachers and students to print instructional information.	4	\$1,200	\$43,000	
	2	Laptop	Will be utilized by the DCSI for data entry, to maintain communication, and to ensure that all activities are performed in a timely manner.	1	\$1,200		
	3	Tablets	Will be utilized by students to access online remediation software, research projects, complete homework assignments, etc.	50	\$500		
	4	Graphing Calculator Bundles	Will be utilized by students during their Math and Science classroom instruction. (10 per bundle)	3	\$4,000		
	5						
6399	Technology software—Not capitalized- TES Math Imagine – Will provide specific objectives which allow students to spend time on skills they need to improve. TES SIM CITY – Will simulate a virtual city where students can interact and provide solutions to social and economic issues.					\$3,678	
6399	Supplies and materials associated with advisory council or committee						
Subtotal supplies and materials requiring specific approval:						\$46,678	
Remaining 6300—Supplies and materials that do not require specific approval: Pens, Paper, Ink for printers, flash drives, etc.						\$16,515	
3-Year Grand total:						\$63,193	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **015-819**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	
	<p>Remaining 6400—Other operating costs that do not require specific approval:</p> <p>Transportation, Per Diem, and Lodging: Will be provided for TTIPS staff to attend the required Texas Accountability Intervention System training, as well as, visit exemplars and best practice schools. (1 Project Coordinator + 1 Project Director + 3 Administrators = 5 Attendees)</p> <p>Travel – 5 Attendees x \$270 x 5 trips x 3 years = \$20,250</p> <p>Per Diem – 5 Attendees x \$45 x 5 days x 3 years = \$3,375</p> <p>Hotel – 5 Attendees x \$85 x 5 days x 3 years = \$6,375</p> <p>Registration Fees – 5 Attendees x \$1,000 per trip x 3 years = \$15,000</p> <p style="text-align: right;">Total \$45,000</p> <p>PBIS - Students will receive achievement awards for their hard work and inspire them to keep up their good work. (i.e. certificates, ribbons, pens, pencils, etc.) \$5,000 per year x 3 years = \$15,000</p>	\$60,000	
3-Year Grand total:		\$60,000	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **015-819**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX/15XX—Technology hardware, capitalized					
2	Computers on Wheels (COWS) - Will be utilized to provide students with added access to digital content and resources. \$15,000 per unit x 2 units x 3 years = \$90,000	6	\$15,000	\$90,000	
3	eInstruction - Will provide electronic whiteboards, Mobi's, Student Response Systems, Exam View test banks, and Insight 360 Premium Edition to be utilized to increase student participation. \$30,000 per year x 3 years = \$90,000	3	\$30,000	\$90,000	
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX—Technology software, capitalized					
12	TES Ascend Math – Will provide supplemental Math intervention solutions and support. \$26,990 x 3 years = \$80,970	3	\$26,990	\$80,970	
13	MindPlay Virtual Reading Coach (MVRC) – Will provide both adaptive instruction and intervention in the key areas of Reading instruction. \$2,750 per unit x 30 units x 3 years = \$247,500	90	\$2,750	\$247,500	
14					
15					
16					
17					
18					
66XX/15XX—Equipment, furniture, or vehicles					
19					
20					
21					
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29					
3-Year Grand total:				\$508,470	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			113	
Category	Number	Percentage	Category	Percentage
African American	62	44.3%	Attendance rate	94.2 %
Hispanic	57	40.7%	Annual dropout rate (Gr 9-12)	5.30%
White	10	7.1%	Annual graduation rate (Gr 9-12)	78.60%
Asian	0	0.0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	51%
Economically disadvantaged	131	93.6%	STAAR / EOC met 2013 standard, Reading / ELA (standard accountability indicator)	54%
Limited English proficient (LEP)	9	6.4%	Students taking the ACT and/or SAT	*
Disciplinary placements	0	0.0%	Average SAT score (number value, not a percentage)	N/A
			Average ACT score (number value, not a percentage)	N/A

Comments

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (PROGRAM PLAN-Q1)

The program is designed to address the targeted population. The Charter will dedicate grant personnel as well as both internal and external trainers to ensure that the grant is being administered, managed, and in compliance according to the states' guidelines. Activities identified in the *Transformation Model* on pages 33-42 provide more detailed information. In addition, the evaluation measures and procedures on pages 30-31 will guide the Charter administrators and grant personnel on how to determine the effectiveness of the grant both through formative and summative assessments.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	10.3%	No degree	0	0
Hispanic	4	41.1%	Bachelor's degree	8	78.9%
White	5	48.6%	Master's degree	2	21.1%
Asian	0	0.0%	Doctorate	0	0
1-5 years exp.	1	10.3%	Avg. salary, 1-5 years exp.	\$38,110	N/A
6-10 years exp.	2	20.5%	Avg. salary, 6-10 years exp.	\$44,690	N/A
11-20 years exp.	3	25.4%	Avg. salary, 11-20 years exp.	\$58,672	N/A
Over 20 years exp.	0	0.0%	Avg. salary, over 20 years exp.	-	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	5	18	18	18	18	18	18								113
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5	18	18	18	18	18	18								113

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	1	1	1	1	1	1	2								8
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	1	1	1	1	1	2								8

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 3 grant, the Charter analyzed the needs of Shekinah Radiance-Walzern. Elements of the needs assessment included the review of the instructional programs that are currently being utilized at the Charter, the experience/capabilities of the school leadership team, and the infrastructure that is available for student and teacher use. **NEED-Q2:** As a result of this assessment, the following specific needs have been identified and strategies have been developed to address those needs:

How Needs Are Prioritized: The Charter met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need:

- **Leadership Teams** – The campus lacks the hierarchical structure needed to increase leadership capacity. To this end, administrators require additional professional development training that will increase their leadership skills. In addition, this structure includes the creation of key leadership roles (Lead Teachers, Mentor Teachers, etc.) that will be instrumental in raising learning expectations for teachers, students, and administrators and create a learning culture that facilitates improved student performance.
- **Professional Development Training** – The campus lacks the funds required to provide teachers with additional professional development training that will provide them the skills needed to: increase student participation, integrate technology into daily class instruction, increase classroom management, build learning communities, design engaging lesson plans, etc.
- **Instructional Programs** – The campus lacks the instructional materials and academic software required to provide students with activities that are designed to achieve the campus goals and exit priority status. In addition, the instructional materials that are currently available for use by teachers and students do not offer the comprehensive assessment instruments needed to identify students' areas of need and allow teachers the ability to create customized lesson plans designed to target these areas.
- **Infrastructure** – The campus lacks the technology and infrastructure that is critical to meet the needs of the 21st Century educational system. Studies indicate that technology, infrastructure, and education are a great combination if used together with a right reason and vision. Technology and infrastructure improves education to a great extent and it has now become a need for revolutionizing education for the better. With technology, educators, students, and parents could have a variety of learning tools at their fingertips. (*Using Technology in Education: Does It Improve Anything?*, October 2013)

Data Sources Reviewed: Numerous data sources were reviewed. The objective of this review was to identify data sources that would be utilized to identify the root causes of the issues that are contributing to the issues the campus is facing, as well as be used to measure future improvement at the targeted campus. The campus administrators used four criteria's to select data sets for review. These included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; 3) Feeder campus stats and needs were reviewed to determine patterns and needs of upcoming student population to the proposed campus; and 4) All grade levels were reviewed along with the identified low performing sub groups.

Stakeholders: Moreover, the team members also reviewed personnel needs. The team determined that the Principal was appointed to her position in January of 2013. Therefore, as per TEA Frequently Asked Questions (FAQs) and the flexibility allotted by the U.S. Department of Education (USDE) in the Transformation Model with the TTIPS, Cycle 3 grant funds, it was decided that the Principal (Ms. Emma Alexander) of this campus would not need to be replaced at this time.

Additionally, only the teachers who received favorable evaluations in March 2014 have already been invited to continue their employment during the 2014-2015 school year. Therefore, these teachers will be retained as part of their continued employment. However, more specific and quantitative assessments will be conducted next year and thereafter to determine if the Principal and teachers will get invited for continued employment. All of these new expectations will be individually discussed with any new prospective candidates and will be kept in their personnel file.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff was encouraged to submit surveys, emails, or dialogue with administrators. Finally, students, parents and community needs were considered in the needs assessment. The data collected was reviewed over the last few weeks and based on the results, the Charter staff felt the **Transformation Model** most closely matched the needs identified; therefore, the campus scheduled this type of school improvement model.

Current Achievement - The campus has been identified as a Title I Priority school campus because it had only **46%** of its student's pass all sections of the STAAR test. This is **31%** below the state's average of 77%. Shekinah Radiance-Walzem has been identified as one of the State's most struggling campuses demonstrating a strong academic need. **NEED-Q1:** The table below illustrates that the magnitude and severity of the problem to be addressed by the program that is significant in nature:

NEEDS ASSESSMENT RESULTS									
Math		Reading		Writing		Science		Graduation Rates	
Campus	State	Campus	State	Campus	State	Campus	State	Campus	State
51.0%	79.0%	54.0%	80.0%	15%	63%	15%	82.0%	78.6%	85.9%

Source: 2012-2013 Texas Academic Performance Report (TAPR)

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable (**PROGRAM PLAN-Q3**); and, Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (**PROGRAM REQUIREMENT-Q2**)

Required Accomplishments - The campus plans to fully implement the TEA Transformation Model in order to substantially raise the achievement of the students and enable the campus to meet the Annual Measurable Objectives (AMO) and exit Priority status. Required accomplishments will include:

- Improving academic performance to include the use of data-driven instruction, alignment of curriculum both horizontally and vertically, and on-going monitoring of instruction;
- Increasing the use of quality data to drive instruction to include data disaggregation and training, data-driven decision-making, and on-going communication;
- Increasing leadership effectiveness to include on-going job embedded professional development training, operational flexibility, and resources and data utilization;
- Increasing learning time to include flexible scheduling, instructionally-focused calendars, and staff collaborative planning;
- Increasing family/community engagement to include increased opportunities for input, effective communication, and accessible community services;
- Improving school climate to include increased attendance, decreased discipline referrals, and increased involvement in extra/co-curricular activities; and
- Increasing teacher quality to include locally developed appraisal instruments, on-going job embedded professional development, and recruitment/retention strategies.

Needs Assessment Process of Participating Stakeholders: The campus began with a comprehensive needs assessment in which multiple measures of data were analyzed and disaggregated including: student achievement, prior year STAAR results, student demographics, student attendance, student surveys, parental involvement attendance, social services provided, and other pertinent data. The disaggregation of this data provided a visual on the current status of the campus and also provided a picture for the direction in which the campus wanted to progress. A design team (Superintendent, Campus Principal, Chief Financial Officer, Director of Special Programs and Compliance, Counselor, and Teachers) was formed to discuss the data and possible interventions that could be provided to the teachers and students. Through extensive conversation, it was determined that the campus needed to make several changes to the current educational program. Based on the student surveys, it was determined that students wanted to learn a trait for which they could be marketable after graduation. The design team felt it was an opportunity to engage more students by offering entry-level certification courses where students could develop a craft in which they could pursue after graduation. Furthermore, the teachers could relate content-based instruction in the core subject areas to real world applications. Thus, many students would perform better on state achievement tests. The design team and partners are confident that by implementing these strategies, the campus can increase in the low-performing content areas to transform this low-performing campus into a higher-achieving school within the proposed 3-year funding cycle.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address				
1.	Priority Reason: Math Performance The campus has a high percent of students who failed to meet the minimum academic standards in Math that have been set forth by the state. These gaps are depicted in the chart below: <table><tr><td>Campus Scores</td><td>State Scores</td></tr><tr><td>51.0%</td><td>79.0%</td></tr></table>	Campus Scores	State Scores	51.0%	79.0%	The Charter will contract with Texas Educational Solutions (TES) to purchase Math software curriculum. Math Imagine is an RtI interactive online computer program developed for 5 th through 11 th grade students. Math Imagine teaches to specific objectives and is a self-paced, which allows students to spend time on skills they need to improve. Teachers provide specific, on-the-spot instruction to each student, based on the feedback provided by the program. This process allows the teacher to respond and intervene quickly with students who need assistance with specific Math problem solving skills. Ascend Math offers a supplemental Math intervention solution and supports whole group instruction, labs, RtI, as well as one-to-one technology initiatives. Through a series of tightly targeted mini-assessments Ascend Math automatically creates a personalized prescriptive study plan focused on individual need. Moving to a blend of award winning video instruction and online explorations students move through objectives quickly focusing only on what they don't know. Automated real-time reporting keeps teachers fully informed saving them time to focus their attention where needed most.
	Campus Scores	State Scores				
51.0%	79.0%					
2.	Priority Reason: Reading Performance The campus has a high percent of students who failed to meet the minimum academic standards in Reading that have been set forth by the state. These gaps are depicted in the chart below: <table><tr><td>Campus Scores</td><td>State Scores</td></tr><tr><td>54.0%</td><td>80.0%</td></tr></table>	Campus Scores	State Scores	54.0%	80.0%	The Charter will contract with TES to purchase MindPlay Virtual Reading Coach (MVRC) software curriculum. MVRC uses clear objectives, inviting graphics, and cutting-edge technology to provide both adaptive instruction and intervention in the key areas of Reading instruction: Phonemic Awareness; Phonics; Vocabulary; Grammar and Meaning; Comprehension; and Fluency. Because it provides differentiated instruction based on an online diagnostic test, MVRC automatically determines skill deficits or gaps, then immediately assigns the student to specific, targeted instruction based on their unique needs. MVRC can serve as Core Reading (Tier 1) instruction or as intervention for students in Tier 2 and Tier 3. All students get assigned only the lesson instruction they need.
	Campus Scores	State Scores				
54.0%	80.0%					
5.	Priority Reason: Graduation Rate The campus has a high percent of students who failed to graduate. These gaps are depicted below: <table><tr><td>Campus Rates</td><td>State Rates</td></tr><tr><td>78.6%</td><td>85.9%</td></tr></table>	Campus Rates	State Rates	78.6%	85.9%	The Charter will utilize grant funds to contract with CollegiateZone . CollegiateZone will provide students with a student interest evaluation that will assist the Charter in customizing their graduation plans and ensuring that the student has a vested interest in their education. Additionally, CollegiateZone will provide students with college readiness resources designed to ensure students are motivated and prepared to attend college.
	Campus Rates	State Rates				
78.6%	85.9%					
4.	Teacher Effectiveness The campus has a high percent of teachers with 5 years or less experience. These gaps are depicted below: <table><tr><td>Campus Rates</td><td>State Rates</td></tr><tr><td>54.1%</td><td>33.1%</td></tr></table>	Campus Rates	State Rates	54.1%	33.1%	The campus will contract with UTSA-NCAS to increase teacher effectiveness by providing the following strategies: <ul style="list-style-type: none">• Weekly on-site professional development by UTSA-NCAS to improve instructional practices and enriched instructional strategies;• Provide new teacher training and mentoring support; and• Provide opportunities for weekly on-site formal and informal collaboration and feedback.
	Campus Rates	State Rates				
54.1%	33.1%					
5.	Leadership Effectiveness The gaps in student performance can be attributed to the leadership effectiveness that is lacking at the campus. The campus lacks the structure, resources, and trainings required for teachers to improve students' performance and exit school priority.	The campus will contract with UTSA-NCAS to increase leadership effectiveness by providing the following strategies: <ul style="list-style-type: none">• Work with UTSA Center for Educational Leadership, Policy and Professional Development;• Provide the campus principal, administrators, and teachers additional services, programs, and activities that support professional development strategies; and• Provide a new governance structure.				

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Schedule #14—Management PlanCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications -
1.	District Coordinator of School Improvement (DCSI)	The DCSI must hold a Master's Degree and have a minimum of 3 years of experience in a related field. The DCSI will work with campus personnel and the Professional Services Provider (PSP) and Texas Education Agency (TEA) to support the campus through the improvement process and identified interventions. This improvement process includes addressing each of the Critical Success Factors and implementing activities selected to fulfill each of the federal requirements for the Transformation Model.
2.	Superintendent	The Superintendent holds a Doctorate's Degree in Organizational Management and will obligate the Charter to the grant activities according to state regulations. She will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of TTIPS Cycle 3 funding.
3.	Principal	The Principal, Ms. Emma Alexander, holds a Master's Degree in Education and has 18 years of experience, supervisory skills, and educational competency necessary to ensure the project remains within budget, on schedule, and within scope.
4.	Professional Services Provider (PSP)	The PSP will be facilitating data analysis and development of a needs assessment; working on curriculum and instruction; addressing teacher quality; reviewing principal performance; and recommending which educators to retain. The PSP's role is to monitor progress and ensure (1) an increase in quality instruction; (2) effective leadership and teaching; and (3) that student achievement and graduation rates for all students, including English learners, students with disabilities, and the lowest achieving students, improves.
5.	Region 20 Education Service Center (ESC)	The proposed school improvement support from the Education Service Center includes Charter planning assistance, data analysis support for low performing campuses and developing the leadership capacity of school administrators and teams to implement and sustain comprehensive school improvement. Schools that miss meeting AMO for the first time will be offered technical assistance by members of the AMO center support team.
6.	Texas Center for District and School Support (TCDSS)	TCDSS will serve as a coordinating point for statewide school improvement initiatives. The TCDSS will provide technical assistance services to support the Charter in meeting required performance standards under both state and federal accountability systems. Additionally, the TCDSS will help the Charter build statewide capacity for school improvement to ensure all students graduate career and college ready.
7.	Communities in Schools (CIS)	CIS will surround students with a community of support, empowering them to stay in school and achieve in life. CIS will also engage students in learning through case management and whole school services, including: Supportive guidance, counseling; Tutoring, academic enrichment; College preparation, pre-employment training; Health, basic needs, fitness and mental health; Mentoring and adult advocates; and Parental involvement, assistance with basic needs.
8.	TTIPS Instructional Coaches	The TTIPS Instructional Coaches will be required to hold at least a Master's degree from an accredited college/university. These individuals will need to have experience in research-based instructional practices and proficiency with curriculum software. In addition, these individuals will need to demonstrate knowledge in using a variety of assessment tools.
9.	UTSA Center for Accelerated Schools	UTSA Center for Accelerated Schools is a TEA approved provider that employs staff that is required to hold a Master's or Doctorate in an educational field. Field trainers have from 12 to 33 years of experience in education including teaching, administration, coaching and mentoring. The Center has extensive experience in providing enriched professional development, methods for collaboration and leadership development, on-site support and a systems approach to restructuring schools. In addition, the Director has 36 years in education, 21 affiliated with Accelerated Schools.

Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. **(Management-Q1)**

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MANAGEMENT: External consultants are of sufficient quality to ensure successful implementation (5 points). The campus will recruit, screen, and select external providers based on campus needs assessment findings, past effectiveness of training provider, and cost effectiveness. External providers not currently selected, but who have demonstrated effectiveness with other campuses similar in demographics, size, and type, will be given priority.

Given TEA's Model options available, the campus has opted to use the **Transformation Model** with Texas Center for District and School Support (TCDSS)'s services as an external provider and follow the recommended **Transformation Model** of which TCDSS will help campus staff implement this model. The purpose of TCDSS is to work in conjunction with the Texas Education Agency to improve student performance. TCDSS provides schools with information, clarification, resources, and technical assistance regarding the school improvement process.

The goals of the TCDSS include developing increased leadership capacity in administrators and building knowledge of content and instructional strategies in teachers. The aim is to raise learning expectations for teachers, students, and administrators and to create a learning culture that facilitates improved student performance. The Texas Center for District and School Support offers the following services of which the campus will utilize :

- **Campus Planning Event (CPE):** A Campus Planning Event (CPE) is a job-embedded professional development activity. The Campus Planning Event takes the entire staff through a process to: 1) come together as a team; 2) work as a team to conduct an extensive comprehensive needs assessment; 3) work together to revamp their Campus Improvement Plan to address the identified needs so the campus not only meets but exceeds all accountability standards; and 4) prepare the entire team to carry out the plan with fidelity.
- **Leadership Coaching:** Through coaching, the campus can dramatically improve the quality of its leadership skills through building highly effective communication skills, learning the skills of leadership coaching, using self-reflection as a tool for developing goals and action plans, and celebrating and appreciating its current successes in life.
- **Campus Snapshot Services:** The Campus Snapshot is a valuable tool for campuses preparing to engage in school improvement initiatives for any program or grant that requires a comprehensive needs assessment. The Campus Snapshot is a data-driven process which provides schools and campuses with a comprehensive, objective analysis of the current state of the school and its ability to meet the needs of the students it serves. Using multiple data perspectives, including student, program, and campus performance data, stakeholder perceptual data, direct interviews, observations of practice in action, and document review, the Snapshot deeply examines all levels of campus operations for a comprehensive analysis and understanding of the current campus status in its role of supporting student achievement.
- **Advancing Improvement in Education Conference:** Advancing Improvement in Education (AIE) is a conference for educators, where the mission is to connect leaders to inspire accountability, innovation, and possibility for school improvement through partnerships and research-based best practices. The AIE Conference is built upon the purpose, principles, and values of the Texas School Improvement Conference (TSI), the TTIPS and School Improvement Programs, District Institute, and Secondary School Summit. With keynote speakers, distinguished and special guest speakers, and up to 100 general breakout sessions, participants will discover new avenues to inspire accountability, innovation, and possibility for school improvement.

Along with TCDSS's professional development services, the campus will also contract with the following organizations:

UTSA Center for Accelerated Schools - Since 1986, the Accelerated Schools Project has worked with over 1,500 schools to significantly improve schools. UTSA Center for Accelerated Schools engages the community, administrators, staff, teachers, parents, students, and others to develop the best school possible for their learning community. Within the Accelerated Schools model, the school community works collaboratively and thoughtfully to determine its vision, understand its challenges, and problem-solve to meet the campus's unique needs. Feedback and data is gathered at every step to build long-term, sustainable success.

Region 20 ESC - The proposed school improvement support from the Education Service Center includes Charter and campus planning assistance, data analysis support for low performing campuses and developing the leadership capacity of school administrators and teams to implement and sustain comprehensive school improvement. Schools that miss meeting AMO for the first time will be offered technical assistance by members of the AMO center support team.

Communities in Schools (CIS) - The mission of Communities In Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS engages students in learning through case management and whole school services, including: Supportive guidance and counseling; Tutoring and academic enrichment; College preparation; Pre-employment training; Health; Mentoring; and Parental involvement.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. (MANAGEMENT-Q3)

Monitoring the attainment of goals and objectives: Currently, the campus has a management plan that is designed to achieve the objectives of programs on time and within budget. The management plan delegates the responsibility of monitoring the programs on an on-going basis to the assigned Program Director. This procedure ensures the successful attainment of program goals and objectives. The assigned Program Director is required to track all milestones according to proposed timelines in order to ensure the Charter remains on target. Furthermore, a report is required to be generated by the Project Director that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge is required to include recommended strategies. Once prepared, this report is reviewed with the participating program staff and administrators.

Adjustment to plan for attaining goals and objectives when necessary: In order to ensure feedback and continuous improvement, participating staff are required to meet regularly with campus staff (i.e. teachers, principals, counselors, etc.) to collect feedback pertaining to the proper implementation of identified activities. It is of high priority for the Charter to meet the needs of the students and ensure that all funds are utilized to their maximum potential. Thus, feedback is essential in *monitoring* the program's effectiveness. The stakeholders are required to review the information gathered to determine whether adjustments to the program need to be implemented.

In addition, the campus will contract with UTSA Center for Accelerated Schools to support the project's feedback and continuous improvement by providing:

- Monthly service provider reports;
- Governance Structure monthly committee reports;
- Cumulative walkthroughs; and
- Semi-annual and Annual site visit comprehensive reports/standards and indicators.

These services will help ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.

Communication of Program Adjustments: Adjustments made to programs are communicated to participants via email and scheduled meetings. Email correspondence is sent to all participating campus staff, parents/guardians, and students. In addition, students are provided a notice in English and Spanish to take home to their parents/guardians detailing the adjustments being made to the program plan.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources. **(MANAGEMENT-Q4)**

Describe any on-going, existing efforts that are similar or related to the planned project. The campus has no program similar to the TTIPS in place. The recent decrease in state and federal funding has made it impossible for the campus to implement a program designed to systematically transform educator quality and effectiveness. In an attempt to improve the teachers' instructional capacity. The campus does; however, provide limited regular and on-going professional development to all teachers and staff. In addition, state Instructional Materials Allotment (IMA) funds are utilized to purchase teaching materials that are research-proven to increase student participation and scores. Finally, the campus provides assessments and conducts walkthroughs for all teachers on a regular basis.

Expenditures and activities are supplemental to and do not supplant or duplicate services. **(BUDGET-Q2)**

How will you coordinate efforts to maximize effectiveness of grant funds? If awarded, the campus will provide existing program resources to support the compensation incentive plan such as technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the project. The Chief Financial Officer will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress of the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. **(MANAGEMENT-Q2)**; and, The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation. **(MANAGEMENT-Q5)**

How will you ensure that all project participants remain committed to the project's success? The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the school Transformation Model. The campus has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Counselor, Paraprofessional, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

Campus Support: The campus will appoint a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist Charter support for the initiative, and participate in both the Summer Conference and Leadership Conference. All campus faculty and administrators will participate in all staff development held at the school campus.

Teachers and Principal Support: As a part of the *Transformation Model*, TCDSS will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The Site Development Workshop and Orientation Workshop will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement. TCDSS School Improvement Consultants will provide continuous on-site, electronic and telephone support.

Superintendent and School Board Support: The campus plans to involve employers and post-secondary institutions in the implementation of a school and work-based program to prepare students for employment and post-secondary education.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends.

The campus will sustain the activities and reform by utilizing strategies acquired from The National Center for Accelerated Schools. The Center for Accelerated Schools Process will build internal human capacity to carry out the processes of this project and ensures that all participants remain committed. The University of Texas at San Antonio National Center for Accelerated Schools (UTSA-NCAS) will offer a post-project sustainability component that allows for an affiliation to UTSA-NCAS for an annual fee. This is offered to leadership teams for attendance at renewal trainings, as well as access to virtual support.

The Charter will continue to monitor all aspects of the campus transformational efforts by utilizing campus initiatives that have been successfully used during the TTIPS program. Shekinah Radiance-Walzem will incorporate into the District Improvement Plan initiatives and assign/fund such initiatives to ensure that all improvement efforts at the campus remain intact and valid after the grant expires. The campus will be required to incorporate all initiatives used during the school transformational phase into the Campus Improvement Plan (CIP) and to work closely with the administrators to monitor, update, and ensure that all aspects that turned the campus around will continue to remain valid and viable.

Additionally, the campus will utilize professional development sessions through The National Center for Accelerated Schools, Region 20 ESC, and the TSDCC. These sessions will ensure that staff, teachers and administrators are fully updated in their knowledge and skills to sustain and/or improve the campus through sustained, updated, or new initiatives that drive the campus toward attainment of higher levels of success related to campus performance standards, recovery of students through credit attainment and/or STAAR preparation, increased graduation rates, and the relationships among of stakeholders.

To ensure that the program continues after the grant period, the campus will actively look for funding sources that help support and sustain this program over an extended period of time. The campus's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

The campus will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

The campus will continue to utilize, as in-kind contribution, their current software, books, computers, rooms, and facilities to provide assistance to continue the concept of the Texas Title I Priority School Program beyond the funding cycle. Technology equipment purchased through federal and state funds will also be utilized to allow teachers and students to use the computer equipment during and beyond the regular instructional schedule. Professional development training gained through the grant period will be offered and will be a tremendous resource that will aid in sustaining the plan during and beyond the grant cycle.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student/Teacher Surveys	1.	Positive feedback on teacher/student interaction.
		2.	Positive feedback on lesson plans.
		3.	Positive feedback on concepts and skills.
2.	Professional Development Feedback	1.	Teachers actively participate in workshops and trainings.
		2.	Teachers attend all required trainings.
		3.	Teachers volunteer to attend other trainings.
3.	Classroom Observations	1.	Students are actively engaged in classroom activities.
		2.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		3.	Routines are well established. Students assume considerable responsibility for the efficient operation of the classroom.
4.	Evaluation of Students' Learning	1.	Report cards, class work, and benchmarks demonstrate progress in student learning.
		2.	State assessments indicate an incremental increase in overall student scores.
		3.	Decrease in student grade retention rates and summer school attendance.
5.	Review of Teacher Use of Course Materials	1.	Teachers provide effective approaches that engage students in higher-order thinking.
		2.	Teachers integrate an understanding of facts, concepts, and principals.
		3.	Teachers provide multiple, varied examples to illustrate the use of procedure or skill.

The methods of evaluation provide for examining the effectiveness of program strategies (**EVALUTION-Q1**); and, The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (**EVALUTION-Q2**)

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Schedule #15—Project Evaluation (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). **(Evaluation-Q3)**

Processes for Collecting Data: The campus will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The campus will collect both quantitative (i.e. test scores, report cards, class work, PEIMS Report, professional development training sign in sheets) and qualitative data (i.e. teacher surveys, classroom observations, colleague testimonials) in order to determine whether they are on target to meet all of the identified objectives and milestones of the program.

The evaluation design includes processes for collecting data, including PROGRAM-LEVEL DATA (such as program activities and the number of participants served) and STUDENT-LEVEL ACADEMIC DATA (such as achievement results and attendance data).

The campus will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework. Furthermore, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Finally, Administrators and the Instructional Coaches will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.

Classroom observations will also be conducted on a regular basis in order to provide the campus Principal and grant officials the opportunity to determine whether the trainings being provided to the teachers are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior.

Finally, the campus administrators will review student achievement results and attendance data, as well as test results, report cards, graded class work, professional development sign-in sheets, and PEIMS reports to determine whether the campus has shown an increase in student/teacher participation.

How are problems with project delivery to be identified and corrected throughout the project: The surveys, observations, and teacher and student data collected will allow the campus, grant officials, and contracted consultants to determine whether the trainings and designed instructional pathways are positively impacting the students and teachers. Areas of concerns will be discussed and modifications will be made regularly to the proposed plan as needed.

The formative evaluation processes outlined in this application provide for the identification and correction of problems throughout the duration of the grant project. **(EVALUATION-Q4)**

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart

The program activities relate directly to the goals, local objectives, and strategies, as well as to the program description and project requirements. **(PROGRAM PLAN-Q2)**

The proposed campus activities directly to the Charter's goals, local objectives, and strategies, as well as to the program description and project requirements. Schedule #13: Needs Assessment Part 2: Alignment with Grant Goals and Objectives identifies the proposed campus' objectives and goals.

Schedule #16 Part 2: Intervention Model Requirements and Timeline (*Transformation Model*) identifies the proposed strategies and timeline.

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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM/YY	End Date MM/YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. The design of the proposed program reflects up-to-date knowledge from scientifically-based research and effective practice. (PROGRAM PLAN-Q4) The Charter will implement the Transformation Model and select instructional materials and software that are scientifically-researched and effective as evidenced through supporting academic data.	09/14	04/17
			B. The Charter will utilize the results of the MVRC assessment to design a research-based and vertically aligned Reading instructional program.	09/14	04/17
			C. The Charter will utilize Ascend Math and Math Imagine to assess students and identify student's areas of weaknesses in Math.	09/14	04/17
			D. The Charter will utilize the results of the Ascend Math and Math Imagine assessment to design a research-based and vertically aligned Math instructional program.	09/14	04/17
			E. The Charter will organize after-school learning communities in order to provide teachers the opportunity to analyze and improve their classroom practice, promote deep team learning, and align curriculum from one grade to the next.	08/14	04/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Provide teachers professional development training designed to increase their data skills and data-informed decision-making process in order to provide them the skills needed to utilize data to differentiate instruction.	08/14	01/17
			B. The Charter will utilize data obtained from the MVRC assessment to personalize instruction and meet the Reading needs of each student.	09/14	04/17
			C. The Charter will re-assess students on a regular basis utilizing the MVRC assessment in order to adjust instruction and meet the students' needs.	12/14	04/17
			D. The Charter will utilize data obtained from the Ascend Math and Math Imagine assessment to personalize instruction and meet the Math needs of each individual student.	09/14	04/17
			E. The Charter will re-assess students on a regular basis utilizing the Ascend Math and Math Imagine in order to adjust instruction and meet the students' individual needs.	12/14	04/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Analyze current and longitudinal data on how to best assess the campus needs.	08/14	07/17
			B. Analyze data from feeder campuses as well.	08/14	07/17
			C. Contract District Coordinator of School Improvement (DCSI) to align campus curriculum and implement this Transformation Model . 1) Built on the most current research based practices, 2) Vertically and horizontally aligned, 3) Aligned with State Academic Standards, and 4) Aligned with College and Career Readiness Standards.	08/14	07/17
			D. Contract with TCDSS and External Data Analysts to utilize data to select and implement the Transformation Model .	08/14	07/17
			E. Implement a school-wide response to intervention model.	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Training will be provided to teachers to enhance their content knowledge and understanding of the TEKS. Lead Teachers will help identify these areas of weakness so that the campus can contract with needed content specialist from Region 20 ESC.	08/14	04/17
			B. Contract with an External Data Analyst Firm to ensure continuous use of data to inform and differentiate instruction. The External Data Analyst Firm will assist the campus with the type and amount of data required to review; will maintain flexibility when meeting with the administrators to coordinate activities including teachers, students, and parents based on most convenient time for these individuals; and will assist the campus with collection, review, and submission of data. Consultant will also assist with training and reports.	08/14	07/17
			C. Implement new evaluation system developed with principals and staff.	08/14	07/17
			D. Provide a clear/detailed evaluation system.	08/14	07/17
			E. Benchmarks tests will be given at the end of the fall semester and will consist of any of the following: STAAR, and DMAC questions. Formative assessments will consist of questions from Region 20 ESC, ARC, MRCR, Math Imagine and Ascend Math , and other resources the teachers chose to use to the evaluate the lessons that have been taught in class.	10/14	04/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM/YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement</i> The Principal, Ms. Emma Alexander, was hired in January of 2013; therefore, the Charter has chosen not to replace this individual at this time.	08/14	08/14
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher/principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. The Principal will receive on-going, intensive technical assistance and related support from the TCDSS. The PSP will help disaggregate data and discuss possible tutorial and scheduling options. This individual will also do a book study with the principal, DCSI, and lead teachers to guide them in ways to Coach the teaching staff and promote staff growth.	08/14	07/17
			B. Provide staff on-going PD through: Internal Staff; External Consultants; Professional Learning Communities; Subject Content; Grade Level; and Interdisciplinary Teams. The school will contract with Region 20 ESC, PEERS, TCDSS, and content specialist to provide job embedded PD to facilitate teaching and learning.	08/14	07/17
			C. Contract Region 20 ESC to provide embedded PD for Principal/Lead Teachers and document growth.	08/14	07/17
			D. Contract Texas Educational Solutions and eInstruction trainers to provide job embedded PD to facilitate teaching and learning.	08/14	04/17
			E. Implement an evaluation system that is clear and detailed.	08/14	07/17
			F. Provide evaluation and feedback to the principal's performance.	08/14	07/17
			G. Utilize summative assessments in Reading/Language Arts and Mathematics to measure student growth and evaluate the principal.	09/14	07/17
			H. Use data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates to evaluate principal.	09/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Establish a financial incentive system for good performance on student outcomes.	08/14	07/17
			B. Utilize an appropriate evaluation system to evaluate leaders to determine whether they have contributed significantly to increasing student achievement and high school graduation rates.	08/14	07/17
			C. Reward leaders who have increased student achievement and high school graduation rates.	07/15	07/17
			D. Remove leaders who, after ample opportunities have been provided for them to improve their professional practice based on the Administrative Appraisal System.	07/15	07/16
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Allow sufficient operational flexibility (such as developing and implementing a flex calendar with additional days to work with students in need of remediation, scheduling subs to cover classes at various times throughout the year to allow teachers to collaborate and disaggregate data and develop curriculum based on student needs, and move classes around in the master schedule so that the campus can offer tutorial pull-out sessions during the day to minimize competition for after school tutorial spots) to implement fully a comprehensive approach to substantially improve student achievement outcomes and high school graduation rates.	08/14	07/17
			B. Extend or restructure the school day such as advisory periods to build relationships with faculty, parents, and students.	08/14	01/17
			C. Provide flexibility work conditions that are designed to recruit, retain, and place high quality teachers in classrooms.	08/14	07/17
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. The campus will review the academic learning time (period when instruction aligns with student's readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to devise strategies to more closely align these two areas.	08/14	07/17
			B. The campus will realign class schedules in order to increase the academic learning time. This may include offering block scheduling and extending the school day, etc.	08/14	07/17
			C. Provide extended learning time beyond the regular school schedule, as needed, based on benchmark results.	08/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. The campus will provide after-school core academic tutorials for students in order to increase the instructional time.	08/14	07/17
			B. The campus will realign class schedules in order to increase the academic learning time. This may include offering block scheduling, and extending the school day, etc.	08/14	07/17
			C. The campus will offer a "study period" during students' lunch period. This "study period" will allow students to eat a sack lunch while being provided additional time for instruction in core academic subjects.	08/14	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering with other organizations.	A. Establish schedules and strategies that provide increased learning time.	08/14	07/17
			B. The campus will realign class schedules in order to increase the academic learning time. This may include offering traditional or A/B block scheduling, and extending the school day, etc.	08/14	07/17
			C. The campus will offer a "study period" during students' lunch period. This "study period" will allow students to eat a sack lunch while being provided additional time for instruction in core academic subjects.	08/14	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Align PD opportunities within the school week to improve multiple measures of performance, including observation and evaluation results, so teachers can efficiently improve their practice.	08/14	07/17
			B. Establish/support a teacher mentor program.	08/14	07/17
			C. Provide staff on-going PD through: Internal /External Consultants; PLC's; Subject Content; Grade Level; and Interdisciplinary Teams.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Provide on-going mechanisms for community and family engagement such as: • Parent/Teacher meetings; • LEA/Campus Advisory Committees; • Higher Education Partners (IHEs); • Public Meetings to discuss school performance; • Parent/Community Advisory Committee; • School Board Meetings; and • Parent Education Classes.	08/14	07/17
			B. Involve parents in the guidance/advising system to ensure completion of an accelerated program of study. (Recognized/Distinguished Graduation Plans)	08/14	07/17
			C. Partner with a local CBO-Family Organizations to help recruit parents and provide social services and educational classes to parents.	08/14	07/17
		2. Provide ongoing mechanisms for community engagement	A. Partner with social services to provide social-embedded and community oriented services and support systems to meet student/family needs.	08/14	07/17
			B. Continue and expand partnership with CBO's, and state and local agencies to create safe school environments that meet students' social, emotional, and health needs.	08/14	07/17
			D. Provide opportunities for community engagement through committee work.	08/14	07/17
			E. Partner with Region 20 ESC to host the Parent/Community Involvement Portal. The Parent Portal will provide parents the means to stay informed and engaged in their child's education.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. The campus will conduct a Comprehensive School Climate Inventory (CSCI) in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning.	08/14	04/17
			B. Build on past efforts to create a leadership team that represents the campus community.	08/14	04/17
			C. Systematically evaluate the campus' strengths and weaknesses utilizing school climate tools.	08/14	04/17
			D. Based on the climate evaluation, the campus will: 1) Prioritize goals; 2) Research best practices and evidence-based instructional and systemic programs; and 3) Develop an action plan to promote learning and a positive and sustained school climate.	09/14	04/17
			E. Implement an action plan with evidence-based pedagogic and systemic efforts designed to promote a teaching and learning environment that supports positive youth development and learning.	10/14	04/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Implement an evaluation system that is clear and detailed.	08/14	07/17
			B. Provide evaluation and feedback to 100% of the teachers on their performance.	08/14	07/17
			C. Utilize a campus approved classroom assessment scoring system to evaluate teachers.	08/14	07/17
			D. Increase the value of classroom evaluations by providing observers with adequate knowledge, skills, and tools to do the job well.	08/14	07/17
			E. Promote a positive culture for accurate evaluations and feedback.	08/14	07/17
			F. Analyze evaluations and identify existing weaknesses and problems.	08/14	07/17
			G. Provide internal/external feedback on evaluations. Develop a plan to correct.	08/14	07/17
			H. Train teachers in constructivism, differentiation, and inquiry in the classroom.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Attract quality staff by compensating staff appropriately and developing varied incentives.	08/14	07/17
			B. Implement strategies for recruiting and ensuring a diverse pool of high-quality candidates in hard-to-staff positions.	08/14	07/17
			C. Implement an incentive program which can play an integral role in academic performance.	08/14	07/17
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Establish and support a PD program.	08/14	07/17
			B. The campus will contract with Region 20 ESC, content Specialists, and outside consultants to provide on-going PD through: External Consultants; Professional Learning Communities; Subject Content; Grade Level; and Interdisciplinary Teams that are job embedded to facilitate teaching and learning.	08/14	07/17
			C. The campus will offer Professional Development Webinars/Workshops that will provide on-going professional development training for educators to assist them with curriculum, assessment, and instruction that aligns with Common Core State Standards. PD trainings will be provided on the following topics: Critical Thinking, Instruction for Students with Diverse Needs, STAAR, TEKS, Discipline Management, Language Arts/Reading, English ESL Strategies, Learning Strategies, Mathematics, Science, Social Studies, etc.	08/14	07/17
			D. The Instructional Coaches will have collaborative meetings once a week with teachers to review the various information, trainings, and strategies they have been exposed to. These meetings will provide the teachers the opportunity to discuss their understanding of the trainings and ask questions.	08/14	07/17
			E. Administrators and Instructional Coaches will conduct classroom observations in order to have the opportunity to view teachers implementing the strategies that have been reviewed. The classroom observations will also provide the teachers the opportunity to receive feedback and modify their delivery method.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Establish a financial incentive system for good performance on student outcomes.	08/14	07/17
			B. Provide flexibility work conditions that are designed to recruit, retain, and place high quality teachers in classrooms.	08/14	07/17
			C. Provide career pathway opportunities and trainings to campus teachers.	08/14	07/17
			D. The campus will design and implement a Teacher's Development Plan. <ul style="list-style-type: none"> Project Director will meet with teachers to decide which pathways to follow. Provide trainings to teachers that align with their identified pathway. Provide added prospects for advancement by increasing responsibilities. Evaluate teachers' performance, offer feedback, and further trainings. 	08/14	07/17

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
			A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Inform	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
			A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes, increase school effectiveness	A.		
			B.		
			C.		
			D.		
			E.		
		3. Use state or federal funds to construct a new school building or may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, United States history, and geography.	A.		
			B.		
			C.		
			A.		
			B.		
			C.		
			A.		
			B.		
			C.		
4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.				
	B.				
	C.				

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50	A.		
			B.		
			C.		
		2. Locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with school's comprehensive improvement program and ensures that all teachers have the equipment, materials, and resources to implement effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		N/A		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		N/A		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		N/A		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL) — Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.					
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY	
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.			
		B.			
		N/A			
E.					
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.			
		B.			
		C.			
		D.			
		E.			

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		N/A		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **015-819**

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process to Identify Needs: The proposed project is appropriate, and will successfully address low performing academic areas. The Charter administrators attended all the webinars, and videoconferencing related to understanding the goals and objectives of the TTIPS grant. Once the Charter personnel determined that the campus had a substantial need to apply for this grant, the design team (Superintendent, Campus Principal, Counselor, Paraprofessional, and Teachers) met to discuss the grant.

The campus has analyzed the needs the school and selected the *Transformation Model* for the targeted school as follows:

External partners training consultants, and an external grant evaluation firm were brought in to brainstorm about the campus needs, identify activities, review tracking and monitoring needs, and identify necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to increase and transform this low-performing campus. After this brainstorming meeting, the team completed a Comprehensive Needs Assessment (CNA) tool which considered the targeted campus needs. In addition to completing the CNA form, the team discussed identification of community partners, designation of personnel to manage this project, identification of lead teachers, and the need for a more job-embedded training.

Moreover, the team members also reviewed personnel needs. The team determined that the Principal, who was appointed to her position in January of 2013. Therefore, as per the flexibility allotted by the USDE. Furthermore, the teachers who received favorable evaluations in April 2014 who have already been invited to continue their employment during the 2014-2015 school year will be allowed to stay with proper training given to them. Therefore, all of these teachers will be retained. However, more specific and quantitative assessments will be conducted next year and thereafter to determine if the Principal and teachers will get invited for continued employment. All of these new expectations will be individually discussed with any new prospective candidates and will be kept in their personnel file. The campus will utilize rigorous, transparent, and equitable evaluations.

Checklist included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; 3) Feeder campus stats and needs were reviewed to determine patterns and needs of upcoming student population; and 4) all grade levels were reviewed with low performing group.

The needs for the CNA were reviewed over the last few weeks in addition to longitudinal data which required significant time during the pre-award period. This data will again be reviewed during the post-award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff was encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The campus staff selected TEA designed Transformation Model since it matches the needs identified in the CNA.

Post-Award Work: Various methods will be implemented after the post-award such as:

- In Year 1, the team members will collect the following: Charter Snapshot, Behavioral data and PEIMS data to analyze Positive Behavior Intervention Interventions and Support (PBIS) implementation, track Social Service Support, collect observation data to guide professional development and student interventions, review plan for recruitment and retention of quality staff, review progress towards goals in a 90-day Action Plan, track online courses, track attendance at Summer Seminars, review and revise professional development plans, and track needs assessment data for students and teachers.
- In Year 2, continue with all of Year 1 processes and include the review of Action Research Projects and perform an intensive data review and process evaluation on what's working and what still needs to be addressed.
- In Year 3, continue with all of Year 1 and 2 processes to identify, track, modify, and remedy campus, student, and teacher needs. Additional activities will include administer Campus Snapshot, finalize Action Research Projects, collect data for PBS evaluation, create a sustainability plan, and develop a plan to continue to utilize lead teachers.

In accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment and a variety of activities that allow each applicant to participate without regard to gender, race, origin, color, or handicap. The Charter utilized the needs assessment conducted during the planning phase to identify barriers and develop solutions. Strategies and activities proposed are of sufficient quality and scope to ensure equitable access. **(PROG. REQ.-Q1)**

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **015-819**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015-819		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **015-819**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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